



Using a Communication Device to Participate in a Small Group Discussion Part 1 | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this inclusive upper elementary classroom, a student uses his communication device to tell another student what he liked about her story during an Author's Chair writing activity. When they finish sharing the students may revise their writing based on peer feedback. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Speaking and Listening

What others areas of ELA instruction that are also addressed in this video?

Writing

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

No

Which best describes the context for the instruction?

Self-contained Setting



**The video includes one or more students with significant cognitive disabilities.
What other student characteristics are obvious in the video?**

Communication Impairments

What are the primary Essential Elements that are linked to the video?

EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.

What additional Essential Elements can be linked to the video?

EE.W.3.5 With guidance and support from adults and peers, revise own writing.

What other grade level Essential Elements can this teaching strategy be used?

- EE.W.2.5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
- EE.SL.2.1.a Participate in conversations with adults and peers. Engage in multiple-turn exchanges with peers with support from an adult.
- EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.4.1.a Engage in collaborative discussions. Contribute ideas from prior knowledge of a text during discussions about the same text.
- EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.5.1.d Engage in collaborative discussions. Make comments that contribute to the discussion and link to the remarks of others.
- EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.6.1.b Engage in collaborative discussions. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
- EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.7.1.b Engage in collaborative discussions. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
- EE.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.8.1.b Engage in collaborative discussions. Follow simple rules and carry out assigned roles during discussions.

Iowa Comprehensive Literacy Modules



- EE.SL.8.1.c Engage in collaborative discussions. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

Supporting Participation in Discussion

What other resources can be linked to the video to learn more about the instruction?

Tips for Using and Author's Chair for writing instruction:

<http://dwwlibrary.wested.org/media/tips-for-using-an-authors-chair-activity>